

Assignment #2- Creativity Mini Unit

OISE Honours/Part III Music Specialist July 2011

Instructor: Doug Friesen

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AMU10- Introduction to Composition

The BIG IDEA...How can we tell a musical story without using traditional musical conventions or lyrics?

AMU10 Curriculum Expectations

A1.1 Apply the creative process when performing notated and/or improvised music

- “How do you decide whether your experiments with dynamics or other expressive changes have been successful?”
- “In what ways did feedback from your peers influence how you have refined your performance of this piece of music?”

A1.2 Apply the creative process when composing and/or arranging music

- “What might you use as an inspiration for your melody?”
- “Why is it important to build in time for experimentation and revision as you prepare your composition for performance?”

B3.1 Identify and describe how the study of music has contributed to their personal growth (including the development of their values), their ability to express themselves, their awareness of the aural world around them (both human-created and natural), and their awareness of others

- “In what ways has your ability to express an idea or emotion through a musical composition contributed to your self-awareness?”

B3.3 Identify and describe some of the interpersonal skills and work habits that contribute to the successful completion of individual and collaborative musical tasks

- “What character traits and interpersonal skills should individual participants display when being part of an ensemble? Why?”

Lesson#1

Minds On

- 1) Discuss why people compose and write music/lyrics...
 - different themes
 - different life experiences (surroundings, environment)
 - likes /dislikes, genres
- 2) Use local news paper and Toronto paper (or different sections) as a focus for current events
 - as a group decide on an event to compose about
- 3) Discuss emotions and action that would surround the event before, during and after
 - plot the emotions and action on a line with a focus on before, during and after

Before During After

Consolidation and Connection

- 4) As a class, make connections and create sounds to emulate those emotions and action
- 5) Introduce the use of alternate notation and how we would represent musical conventions in an alternative way
 - How could we use symbols/pictures to represent the emotions and actions?
- 6) Come up with symbols/pictures for the entire event

Action

- 7) Rehearse and refine
- 8) Perform as a class

- *As a class discuss the self/group assessment tool to further develop areas of the creative process.*

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Lesson #2

Minds On

- 1) Review lesson #1

Consolidation and Connection

- 2) Divide students into groups, each with a newspaper

- 3) Based on Lesson #1, each group will:

- Decide on an event to compose about
- Discuss emotions and action that would surround the event before, during and after
- Draw their own Before, During and After timeline

Before

During

After

- Plot the emotions and action on the timeline for the event they've chosen
- Come up with symbols/pictures for the entire event

Action

- 7) Rehearse and refine

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Lesson #3

Minds On

- 1) Review Lesson #1 concepts

Consolidation and Connection

- 2) Review Lesson #2 actions taken

- 3) *Go over evaluation and reflection questions*

- 4) Rehearse and refine

Action

- 5) Presentations

- o *Group assessment of the creative process and the sound scape composition check list for assessment as learning for further development of the skills learned in this unit.*
- o *Discuss as a class, personality traits that were beneficial to the success of the group, and contributed to the overall group dynamic.*